



Implementation Progress Report

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Priority ☐ Focus ☐

Benchmark Assessment for PAI 1 (Priority Area for Improvement)

Data Analysis

Provide a detailed analysis of the data collected from the benchmark assessment that was used to track progress towards improving areas of need as identified in your school improvement plan.

What is the CURRENT data that aligns to your PAI? If your PAI focuses on the bottom 25% growth, then your data we review together should reflect the same. What does this data tell us?

In order to track our progress towards meeting the S.M.A.R.T. goal set to address PAI 1 we used Predictive Acuity B.

Our S.M.A.R.T. goal for

PAI 1:

At least 80% of all 3rd, 4th, and 5th grade students will achieve proficiency on the Spring 2013 ISTEP+ Mathematics Examination.

To ensure progress towards our S.M.A.R.T. goal set to address PAI 1 we decided that 75% of students in grades 3 will score in Tier 3 or Tier 4 on Acuity Predictive A and 80% of our students will score in Tier 3 or Tier 4 on Acuity Predictive B.

The Current Data shows:

Grade Level	Acuity Predictive A (% of students scoring in Tier 3 or Tier 4)
3	74
4	77
5	29

Grade Level	Acuity Predictive B (% of students scoring in Tier 3 or Tier 4)
3	78
4	81
5	65

In grade three we were 1% below our goal. As we dove deeper into the data we identified the following:

Acuity Predictive A

% of students that selected answer

Correct Answer: ##%

Test Analysis (Distracter Analysis) -					
	Omitted	A	B	C	D
3.1a	5%	78%	7%	6%	4%
3.1b	15%	25%	17%	23%	20%
3.1c	5%	12%	75%	6%	2%
3.2a	3%	18%	9%	10%	68%
3.2b	1%	75%	4%	11%	9%
3.2c	8%	63%	9%	8%	12%
3.3a	16%	22%	19%	27%	16%
3.3b	17%	21%	15%	19%	28%
3.5a	2%	85%	5%	4%	4%
3.5b	1%	4%	89%	1%	5%
3.5c	3%	15%	7%	72%	3%

Based on the Distracter analysis - our whole class instruction would need to re-teach standards 3.1b, 3.2c, 3.3a, 3.3b. We also determined that we needed to increase the amount of rigor in our classes-less assistance for students wrestling with a problem (focus on self-reliance) so that they can develop perseverance. Too many students were omitting answers to problems that required a struggle.

Test Analysis (Predictive Summary Report) - Grade 5		
Assessment Name	Test Date	Overall % points obtained
Grade 5 Predictive A	08/28/12	29%
Grade 5 Predictive B	11/14/12	65%
Grade 5 Predictive C	N/A	N/A

This tells us that some of the skills from 4th grade were not mastered – 5th grade Acuity Predictive A contains items from 4th Grade Acuity Predictive C. We have a new 4th grade teacher this year. With that said, there needs to be intense remediation time put in to help 5th grade students recover skills missed in 4th grade. To accomplish this, students will

	<p>sign up for after school tutoring and will attend re-teaching sessions three times per week instead of normally scheduled specials.</p> <p><u>Acuity Predictive B</u></p> <p>These percentages are closer to our target goals. They show an improvement in all three grade levels. We are going to continue with intense remediation and re-teaching efforts with our 5th grade group of students.</p> <p>In order to achieve our goal of 85% on the Spring 2013 ISTEP+ Mathematics Examination we will have to set the following goals for Acuity Predictive C:</p> <p>3rd Grade 82% at Tier 3 or Tier 4 4th Grade 85% at Tier 3 or Tier 4 5th Grade 73% at Tier 3 or Tier 4</p>
<p><u>Intervention Strengths</u></p> <p><i>Based on the data collected, reflect on the effectiveness of the intervention selected to address the priority areas for improvement at your school.</i></p> <p><i>Using the interventions that you aligned to your PAIs, what is going well?</i></p>	<p><u>Intervention Selection to Address PAI 1</u></p> <ul style="list-style-type: none"> ▪ The intervention we selected to address our root cause was to provide targeted small group instruction to students identified as with mastery levels below 65% on Acuity Predictive Tests, Formative Classroom Assessments, and STAR Math Assessments. The small- group instruction would be led by a qualified Para- professional. ▪ We have seen some improvement from Acuity Predictive A to Acuity Predictive B. The small group instruction is allowing us to meet the needs of our students-especially students that have persistently low mastery levels. ▪ Teachers are becoming more proficient at analyzing data and modifying instructional plans to ensure that students needs are met.
<p><u>Intervention Weaknesses</u></p> <p><i>Based on the data collected, reflect on the gaps that exist in the effectiveness of the intervention</i></p>	<p>Weakness #1: The small group instruction is not occurring frequently enough to realize significant gains in student achievement. The level of accountability needs to be increased on the administrative side and more job-</p>

<p><i>selected to address the priority areas for improvement at your school.</i></p> <p><i>Using the interventions that you aligned to your PAIs, what is NOT going so well?</i></p>	<p>embedded time needs to be provided for teacher collaboration meetings (data analysis, troubleshooting, planning).</p> <p>Weakness #2: We have also realized that the Para-professional is not always at a mastery level in the specific subject that she/he is remediating.</p>
<p><u>Update to Intervention Selection</u></p> <p><i>Based on your reflection, what (if anything) will you change moving forward to ensure progress?</i></p> <p><i>Based upon the weaknesses reported above, what are some updates or changes you could make to ensure that the interventions are successful?</i></p>	<p>To combat the weaknesses that were stated above and to ensure that Colts Elementary School meets or exceeds all of the school-wide and grade level goals the following updates to our intervention strategies will be made:</p> <p><u>Small Group Instruction:</u></p> <ol style="list-style-type: none"> 1) Will occur more frequently-tracked by administration; reports compiled every two weeks. These reports will be shared at the monthly staff meeting to increase transparency. 2) Teachers will be provided with 40 minutes to collaborate. The collaboration time will be modeled during our Saturday professional development session-administration will attend collaboration meetings to ensure accountability and effectiveness. 3) Primary teachers will work with the lowest level intervention groups and the Para-professional will engage the class the larger group instruction independent practice. Topics will be introduced by the primary teacher prior to small-group instruction.

****Complete this process for each of your three priority areas for improvement**